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ABSTRACT

Predicated on the idea that a multicultural and multisensory classroom program based on literature can attract children's interest, this paper provides guidelines for choosing representative classics from children's literature. The paper advances two primary goals for selection and experiences for children: (1) stimulation of the creativity of young children by using the five senses--sight, taste, smell, sound, and touch; and (2) appreciation for the differences of others in a multicultural/global perspective. The paper maintains that the inclusion of these goals could help children's intellectual, social, and affective development. After describing criteria for selection, the paper discusses three favorite books: "The Poppy Seed Cakes," "Anansi, the Adventures of Spider," and "Frederick," and the first steps to integrate the multisensory and multicultural elements. A 20-item reference list is included. An appendix on instructional materials, a resource directory, and a calendar of activities for parent involvement are attached. (NKA)

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CHILDREN'S LITERATURE FAVORITES: USING THE FIVE SENSES

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CS213125

Paper and Instructional Materials prepared for presentation at the Annual Conference of the Southern Association on Children Under Six(SACUS), Atlanta, March 13-17, 1991

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CHILDREN'S LITERATURE FAVORITES: MULTICULTURAL AND MULTISENSORY

Introduction:

Early Childhood educators have always cherished their favorites - stories, poetry, fingerplays, songs or art that are skillfully interwoven into the daily tapestry of children's experiences. With a wise choice from the classics of children's literature we can also infuse the multicultural and multisensory. The examples chosen are: The Poppy Seed Cakes (Clark, 1924), Anansi, The Adventures of Spider(West African Folk Tale (Anansi, 1964) and Frederick (Lionni, 1967).

Primary goals for selection and experiences for children included:

(1) Stimulation of the creativity of young children by using the five senses - sight, taste, smell, sound, and touch; and

(2) Appreciation for the differences of others in a multicultural/global perspective.

Inclusion of these goals could help children's intellectual, social, and affective development. Through active learning, the world of the child could widen to encompass lands far beyond the classroom door.

These elements could be transformed by the imagery and fantasy of language into a far richer realm for children. A multicultural and multisensiory classroom program based on literature could even compete with the enticements of electronic and video entertainment that now dominate leisure hours of young children.

What criteria should we consider as essential? Guidelines for choosing children's literature have been shaped by the various Early Childhood organizations, such as the Southern Association for Children Under Six (SACUS) Position Statements, including Multicultural Education and Developmentally Appropriate Education Experiences for Kindergarten (SACUS, 1988and July 1984). Researchers have confirmed that children need to explore concrete materials in a multisensory process as an aid to intellectual development. Active rather than passive learning has become the call for action.

In new guidelines for Social Studies, the National Council for Social Studies has crafted a framework for the 21st Century. Children should develop "positive attitudes toward knowledge and learning . . . and a spirit of inquiry that will enhance their understanding of their world." (NCSS, January 1989). Multicultural and multisensory criteria can clearly provide the framework for Early Childhood activities.

Criteria for Choosing Children's Literature Favorites:

Several attributes should guide our choice of children's classics. First, the language should ideally activate thought and create "images rather than simply labeling what is already apparent in the pictures." (Jalongo, 1988). Second, the language should create the mood of the story, describing the actions and what the characters are doing and thinking(Glazer, 1986). Third, the illustrations should match the action and descriptions in the text (Glazer, 1988). Each one of the favorites chosen meets these three criteria in addition to being examples of the multicultural and multisensory components needed.

Clearly, the classics of children's literature have special value. Beverly Lyon Clark wrote:

> What we read as children has a profound effect on us, more profound than anything we are likely to read as adults. (Clark, 1990).

For several years this has been confirmed by students in my Early Childhood classes. I asked them to recall their first experiences with a book or story. Most can recall the exact title, plot and other details, along with personal memories:

> Grandma told me the book(Black Beauty) was a favorite of my Mom's when she was a little girl.

Or

> I wore out a copy of Marguerite D'Angeli's Nursery Rhymes. Why the one page for "Ride a Cock Horse to Banbury Cross" opened all by itself!

The power of children's literature as narrations of fantasy or folly, heroism or treachery, could insure a new generation of avid readers.

Multisensory Criteria:

An emphasis on child development has become the centerpiece of the curriculum for young children. Guidelines have been shaped by the research of Piaget, Kamii and others (Piaget,1950, Kamii, 1985).The Position Statements of professional organizations gave credence to the fact that the multisensory process will provide images of rich language and descriptions of sensory experiences. When we include whimsy and fancy we will be weaving a textual cloth to stimulate questioning and inquiry. In most classics, children can literally close their eyes and imagine the setting and action.

Teachers have always tried to make their stories come alive for children in their classrooms. The addition of the multisensory and multicultural have been the hallmark of good teaching for decades. One kindergarten teacher brings a big bear to school with her, dressed in green corduroy overalls - minus one button, of course. The children believe it is really Corduroy from the Don Freeman classic. The story is also taped for listening and the children can follow along as they look at the pictures. They can give Corduroy as many big bear hugs as they wish.

A stuffed Curious George was a take-along mascot for the fifth graders that I taught in 1988. We read stories to first-graders down the hall, easy-to-read picture books from my own collection. Everyone read and everyone basked in the joys of reading to to others. Curious George perched on a tall stool and observed the happy scene.

The Three Favorites Chosen:

(1) The Poppy Seed Cakes(Clark, 1924) revolves around the sometimes naughty adventures of a little boy named Andrewshek who does not always obey his Auntie Katushka, a round, jolly-looking woman who loves to bake poppy seed cakes. The mood and impressions from the art designs and dress suggest Slavic origins, an Eastern European flavor. Andrewshek loves to jump up and down on a feather bed. This is perhaps just like the one many of our grandmothers stuffed into satchels for the long, ocean voyage to the new country. Andrewshek's adventures involve a green goose, a naughty white goat, and a picnic that was almost spoiled. The rich, visual images meld with the olfactory and kinesthetic.

(2) Anansi, a spider is a favorite theme in West African folktales (Anansi, 1964). He is very smart and just as naughyy as Andrewshek. He enjoys eating and does not like to work. He plays tricks on anyone who comes his way and of course, usually gets into trouble. "Anansi and the Fisherman" in one of many tales, includes adventures with a fisherman who plays a trick on Anansi in a turnabout series of madcap events.

(3) Frederick (Lionni, 1967) has been described as a sensitive mouse who thirsts for the beauty of the world. He believes that the aesthetic is as valuable as the material. He is truly an individual who wishes to make his world a more enticing place. The underlying mood is one of learning to share space, live together cooperatively, thinking creatively. A primary value though has a contemporary flavor - cherishing the environment and beauty of the world all creatures share.

First Steps To Integrate the Multisensory and Multicultural:

Books on storytelling and children's literature for librarians and teachers could be a logical beginning. Librarians have been the champions of storytelling and the promotion of children's literature, certainly since Andrew Carnegie first conceived the idea of free, public libraries in America. The publications of the American Library Association have become invaluable sources for ideas, especially for multisensory learning. The Handbook for Storytelling(Bauer, 1977) has become a classic, filled with innovative, imaginative ways to present stories to children. Directions for a wide variety of devices are included such as a Hook 'n Loop Board and many kinds of magnetic and felt boards. Catalogs from ALA include numerous publications related to children's literature (ALA Catalog, 1991).

Whole language based on children's literature has been the subject of excellent books available to teachers in recent years. Several serve to guide the teacher with innovative ways to incorporate multisensory and multicultural learning, along with storytelling (Burke, 1986; Coody, 1983; Glazer, 1986; Jalongo, 1988; Laughlin and Watt, 1986; Machado, 1990 and Purves and Monson, 1984).

The multicultural dimension especially could become a core value in the selection of favorites. From childrn's literature, young learners first meet other children and explore cultures different from their own. They can make the first connection by sharing a common experience, such as a different way to bake cookies, as did Auntie Katushka in The Poppy Seed Cakes. By making the connections, we can plant the seeds for the human dimension, showing that we are more alike than different, all fellow humans sharing similar experiences. Children in different communities in other parts of the globe usually live in families, love to eat, enjoy games and celebrate festive events. All of these common pastimes appear in children's literature.

It is especially in stories about children living in other lands that we can help to remove the barriers of misunderstanding about people living outside of the community, as an antidote to the xenophobia and fear of others who are "different." A multicultural dimension could foster "a more positive attitude" in children (Tomlinson and Lynch-Brown, 1989).

Certainly, the greatest impact of the multicultural dimension could be on the minority child. Teachers, aware of demographic projections, are concerned that children be prepared for living in a vastly changed, multicultural society predicted for the year 2000. For example, the writings of Native American, Hispanic and African-American authors who are involved in multicultural education emphasize the importance of the ancient folkore in their

lives as well as in the lives of others (Norton, 1990).

A quest for quality literature for children and ways to incorporate both multisensory and multicultural learning was predicted long before electronic media stole children away from books as a leading leisure activity. Lillian H. Smith (1953) warned:

> We should put into their hands only the books worthy of them, the books of honesty, integrity, and vision--the books on which they can grow. For it is in the very nature of children to grow. They cannot stand still. They must have change and activity of mind and body. Reading (or listening to stories), which does not stir their minds, not only wastes their time but will not hold children permanently. If they find no satisfaction in one medium they will immediately turn to another (Smith, 1953).

Today's Early Childhood educators face the new milennium in much the same frame of mind as did our colleagues of the previous century. Those in America's classrooms in the 1890s had an overwhelming task - the preparation of young immigrants for a successful life in their new country. They taught them English and to respect education and learning. Many of these new Americans became our parents and grandparents. Many have passed on their love for learning and the children's literature they read in their new language. Today's children in increasing numbers, once again speaking dozens of languages, have entered our classrooms as immigrants. Our task is similar. Through children's literature classics that infuse the multicutural and multisensory, we can once again help a new generation of younger learners.

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APPENDIX A - INSTRUCTIONAL MATERIALS FOR

CHILDREN'S LITERATURE: USING THE FIVE SENSES

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APPENDIX B - RESOURCE DIRECTORY

APPENDIX C - PARENT INVOLVEMENT - CALENDAR OF ACTIVITIES

Paper and Instructional Materials prepared for presentation at the Annual Conference of the Southern Association for Children Under Six (SACUS), Atlanta, March 1991

APPENDIX A - Page 1

CLASSROOM ACTIVITIES TO ENHANCE LEARNING: MODELS FOR YOUR OWN FAVORITES

Because most of us need to be aware of the content areas and multiple curriculum guidelines, we would need to include the following areas:

(1) Language Arts
(2) Creative Drama/Pretend Play
(3) Music
(4) Movement
(5) Art
(6) Discovery/Nature/Science
(7) Math and
(8) Cooking/Foods

(1) LANGUAGE ARTS

.Writing Invitations. In The Poppy Seed Cakes, Andrewshek could write an invitation to a friend for a picnic they have prepared. Children can use a real wicker basket and add real(or plastic picnic foods), including some "playdough" poppy seed cakes. Cover food with a red-checked napkin. Children can write the invitations using Invented Spelling or dictate it to an adult.

. **Menu List:** Children can also talk to a friend about what is on the menu for the picnic lunch, writing down(making a list) of the various foods in the basket and reading back the list to their friends.(Or this could be done as a Language Experience chart activity) so children can re-read the Picnic Menu.

. **Shopping List:** Write the list of foods that you need to buy for the picnic on poster board. Children can write their own on smaller pads of paper. Children can check off the foods as they are placed in the basket, naming each one.

. **Language Experience Group Story:** Write a paragraph about the events leading up to the picnic adventure, after Andrewshek and his Auntie returned home.

. **Story Cards:** Copy pages from book, color with markers and mount on poster board. Children can then retell the story, placing the Story Cards in the correct sequence. Identify the names of the author and illustrator. For the pages from Frederick have children create a similar collage of bright colored paper, using different textures, similar to the original collages of Leonni.

. **Whole Language Charts:** Children enjoy the rhyming words and chants written on Whole Language Charts. Here is a model that could be used for The Poppy Seed Cakes:

A - 2

. Print verse below on poster board. cut slots in the place designated for blank lines. On the back of the poster board, glue a wide paper strip across the back of the slots, to make an area that will temporarily hold a Name Card.

. Make up a set of Name Cards with the name of each child in your group: One name on one card.

. As the group reads(or chants) the verse, insert a child's Name Card in the slot. Child who recognizes own name, stands up. Call attention to the RHYMING WORDS (Print them in a different color). Call attention to the QUESTION MARK and THE EXCLAMATION MARKS(PUNCTUATION).

. This is a variation of the popular chant, "Who Stole the Hat from the Farmer's Head?"

(a) THE POPPY SEED CAKES BY MARGERY CLARK

Poppy seed cake! Poppy seed cake!
How many can we BAKE?
Poppy seed cake! Poppy seed cake!
How many can we MAKE?

One for _____ Two for _____
Three for _____Four for _____
Poppy seed cake! Poppy seed cake!
How many did we BAKE?

Nine for _____Ten for _____
Poppy seed cake! Poppy seed cake!
How many did we MAKE? Mmm!Mmm! Good!

NOTE: The verses could also be used as a FINGERPLAY,holding up one more finger on one hand and then on the second hand as verse is said. Children could add the names of their friends. One the last line, children rub their tummies!

(b) FREDERICK'S POEM

This could be printed on poster board. Read poem from the book frequently to the children. Make the names of the FOUR SEASONS in the YEAR a different color. The letter of each SPRINGHOUSE or FALLMOUSE could be a color that matches the illustrations: Spring - red; Summer - green; Fall - brown and Winter - gray.

A - 3

(c) ANANSI - Whole Language Chart

Print the following action fingerplay on poster board. Children can then chant:

ONE little, TWO little, THREE little Spiders
FOUR little, FIVE little, SIX little Spiders
SEVEN little, EIGHT little, NINE little Spiders
TEN little Spiders are here.

. **Puppets:** Simple hand puppets could be made from brown paper lunch bags and used to retell the story. Glove puppets could be made for the five characters in the The Poppy Seed Cakes.: Andrewshek, Auntie Katushka, Goose, Goat, and Swan.

(2) CREATIVE DRAMA/PRETEND PLAY:

(a) Story Boxes: Design box as a room or scene from the story, crafted from a shoebox or candy box. Add dollhouse furniture, a doll, bed, table or chairs for a scene from The Poppy Seed Cakes. Dress an ethnic doll in a bright-flowered fabric with a shawl around her neck, kerchief over her hair, similar to the pictures of Auntie Katushka.

. Remember that children with special needs or developmental delays will be stimulated to retell some part of the story if real objects are provided. For Frederick a stuffed mouse or one sewn from gray velveteen would be fine. Children retell the story and engage in conversations about the Story Box events. For Anansi, a playful spider can be made out of a few twists of black chenille pipe cleaners, with eyes added.

(b) Acting Out Scenes: After the story has been retold several times, ask the children for suggestions as to their favorite part of the story that they could act out. Simple paper bag costumes may be added or a simple headband(mouse ears, spider headpiece). The Social Living center furniture can be used to depict a scene showing Auntie Katushka baking her poppy seed cakes, taking them out of the oven.

(3) MUSIC:

The Resource Directory contains several sources for different recordings, cassettes or songbooks that could include African or Eastern European music. This should be introduced with colorful illustrations from the regions and children encouraged to listen or respond rhythmically with rhythm sticks or by clapping their hands.

(4) MOVEMENT:

. Crawling movements, like Anansi, the spider
. Mouse hops like Frederick. Can also pretend they are carrying "colors"(balloons, scarves, construction paper circles) to store up for the gray winter.
. Waddles like the green goose or
. Jumps and leaps like the "naughty white goat in The Poppy Seed Cakes.

(5) ART:

. **Polish Paper cutting(Wycinanki):** This a popular art media for Polish children First Teacher, Oct. 1990). This may be difficult for young fingers that have not yet mastered scissors skills, so one simple project could be first modeled and all attempts by the children accepted. However, some of the bright decorations, similar to those on Auntie Katushka's house could be pinned to the bulletin board in case children wished to also use them in their art work. The emphasis, of course, is on the children's self expression rather than copying a model.

. **Realia:** Any arts or crafts(artifacts) from the country could be arranged together in one place for the children to see and touch (certainly nothing breakable). I have a mini-collection of crafts from Poland: A carved wooden plate, amber beads, wooden necklace, embroidery, Polish children's picture book(Turska, 1975) and dolls dressed in holiday costumes ("Mini-Museums", 1990).

. **Murals:** Long pieces of white glazed shelf paper can be used as children paint scenes from the story or draw with watercolor markers. Small groups can work in sections divided up for each child. They can learn to work in cooperative groups, sharing space and materials. Talk first about the "scenes" and "events" of the story, what happened,"first, next." Have ALL children participate regardless of abilities, even if it is only to paint green grass at the bottom edge of the mural. ALL should be included.
. **Dioramas:** A shoebox with background painted on the back of the box and two sides will offer a backdrop and setting for retelling stories. Choose one scene from the story (Santee, 1986). Anansi, for example, could have cut green grass growing along a blue river. Set them out at eye level for children to use in retelling story.

. **Bulletin Boards:** Children's drawings or collages could be the focus for a theme-based bulletin board for each story. Can use the drawings on the board to recall events or retell the sequence of story.

. **Collage:** Because Frederick was illustrated using the technique of collage by Leonni, this should be modeled for the children. According to abilities, pictures could also be torn paper, cut shapes. Use a wide variety of different textured, bright colored paper or scraps from a wallpaper or fabric sample book. Emphasis is, once more, on the PROCESS, rather than on a finished product.

(6) **NATURE/DISCOVERY/SCIENCE:**

. **Feather Collection:** Begin to assemble many different types of feathers, including goose feathers(if possible) just like the ones in the goosedown comforter in The Poppy Seed Cakes.

. **Dried Grasses/Straw Collections:** (Frederick). This collection could be assembled by the children in the fall (depending on your seasons), perhaps in your school area.

. There are many simple Science experiments that could be added here, especially with changing colors, changing liquids into solids, making ice, etc. Units on Seasons and Weather would be appropriate sources.

(7) **MATH:**

. **File Folder Games:** Measurement concept - wholes and halves

. **Felt Board Games:** Poppy seed cakes(from felt or paper). Match numeral for counting; Ordinals: first, second, third, fourth poppy seed cake.

SUGGESTIONS FOR THE STORIES COULD BE AS FOLLOWS:

MULTISENSORY MATH

(1) The Poppy Seed Cakes

. File Folder Game:

Classification:

Name of Activity: Poppy Seed Circles

Objective: Classify different shapes: circle, triangle, and square

Materials: Colored file folder(may be laminated)with a large construction paper triangle, square, and circle "cakes."

Construction paper triangles(one color) and squares(one color). Circles should be white paper "cakes," generously sprinkled with black specks for poppy seeds.

Clear Contact Paper(or may be laminated)

Procedure: Teacher should model steps, including putting all materials back in bag and returning to right place. Children should be able to classify different shapes, round Poppy Seed Cakes,(circles),triangles or squares. They take them out of zip-lock bag and sort by placing them on the large shape of triangle, circle or square inside file folder.

(2) Workjobs-Type Gameboard

Idea adapted from Mary Baratta-Lorton, Workjobs II: Number Activities for Early Childhood. Menlo Park, CA: Addison-Wesley, 1979.

Name of Activity: Picnic Plates of Poppy Seed Cakes and Eggs

Materials: Introduce activity with: Dish of real poppy seeds. Place in a dish, permit children to taste if they wish. (Place a few on a paper napkin).

Eight(8) colored dinner-size paper plates

Poppy seed cakes made from: Manilla paper sprinkled with black specks for poppy seeds OR Poppy seed cake beanbags, sewed from unbleached muslin, speckled with poppy seeds(black marker specks) and filled with navy beans. Playdough cakes baked and colored would also be possible. Beanbags, though can also be used in games.

Eggs made from white felt, cut into an egg shape or white poster board(covered with clear Contact paper).

Numeral Cards: Number cards from 1 - 10 (Masters are in book, p. 137,if needed).

Equation Cards: Equations for simple addition (Masters are in book, p. 139), such as 2 + 2, 2 + 4. Children use the two different types of materials, 2 cakes and 2 eggs, placed on each one of the eight paper plates.

Procedure:

Counting: Child would first explore counting objects at the Concept Level, counting out numbers to match Numeral Cards. One kind of object(only cakes, for example) are counted out on each one of the 8 plates.

Recording at the Symbolic Level(p. 12): Children would next record the total number of objects on each gameboard on a piece of paper. Write numeral "8" and place on each plate, for example.

Addition: (p. 14) Children use simple addition equation cards, counting out 2 cakes plus 2 eggs to match the "2 + 2" equation card. Pairs of children take turns with this activity, but no totals are given at this time.

Subtraction: (p. 15) Children in pairs take turns "taking away" the objects talking about the process, using the subtraction equation cards(p. 140)

This basic format could be applied to each of the stories, Frederick and Ananai. The Adventures of Spider.

(2) Spiders and Webs

Materials: Plastic spider webs and black plastic spiders

Procedures:

Counting: Children match the numeral card

Recording at the symbolic Level: Write number of objects,

Addition: Same as with (1) Poppy Seed Cakes

(3) Grey Mouse

Materials: Gameboards with a grey mouse

Pompom balls - yellow

Procedure: Children match up a pompom ball on his nose.

(8) COOKING/FOOD:

. **Recipe for some real Poppy Seed Cakes:** In the story, Auntie Katushka wrote about the ingredients she used:

> One lovely Saturday morning Andrewshek's Auntie Katushka took some butter and some sugar and some flour and some milk and seven eggs and she rolled out some nice little cakes. Then she sprinkled each cake with some of the poppy seeds which she had brought from the old country.

However, Betty Coody actually created a recipe that could be followed in the classroom:

1 cup butter or margarine
1/2 cup sugar
2 cups flour Poppy seeds

Blend butter, sugar and flour with fingers. Roll into small balls the size of a walnut(Let each child work on a small piece of waxed paper sprinkled with flour). Flatten each ball slightly with a floured spoon. Sprinkle cakes with poppy seeds. Bake in a slow oven about 300 degrees, until lightly brown around the edges. Cook and serve with a beverage at snack-time (Coody, 1983, p. 124).

. For the Anansi tale, why not try African Peanut Soup?(<u>First Teacher,</u> October 1990). List the ingredients on a picture poster chart for children to follow as they measure, pour and stir. Explain new vocabulary words as they experience them: Cut, dice, chop, spread, mix.

. **Shopping Lists for Cooking Experiences. Write on Poster Board:**

. **Auntie Katushka's Soup (<u>The Poppy Seed Cakes</u>):**

We need: Many Vegetables

Turnips
Parsnips
Two (2) Onions
Four (4) Carrotts

Save Green Tops from Vegetables for one(1) Naughty White Goat!

Write cooking words:

. Peel
. Slice
. Cut
. Chop
. Half and Whole
. Mince

. **Shopping List for Picnic:**

Bread for Sandwiches
Have children suggest fillings(Book does not state what went into these).
Cottage Cheese carton
Poppy seed cakes(see recipe)
Two(2) Hard-Boiled Eggs

Assemble all in a wicker basket. Enjoy!

CONCLUSION:

Finally, we can see for ourselves, as we plan and use these multisensory and multicultural experiences in the classroom, that our children do indeed learn best when they are exploring with all of their senses. Through the joy of children's literature, they can also share in the rich sounds of our beautiful language, as they discover new words and meanings. The far corners of our globe will be nice places to visit, as they share in the tastes and smells of a Polish poppy seed cake or an African peanut soup.

References: Others are in the Resource Directory

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RESOURCE DIRECTORY

(1) Children's Literature, Journals, Organizations, Sources

Bookbird, The. Journal of the International Board on Books for Young People and the International Institute for Children's Literature and Reading Research. Mayerhofgasse 6, A-1040, Vienna, Austria. News of books and magazines for children of international interest.

Children's Book Council, 67 Irving Place, New York, NY 10003. Book posters, bookmarks, and related materials.

Children's Literature Association, 22 Harvest Lane, Battle Creek, MI 49015. Sponsors two journals, Children's Literature(published by Yale University Press) and the ChLA Quarterly.

Library Service to Children, American Library Association, 50 East Huron St., Chicago, IL 60611-2795.

Long Ago and Far Away. Discussion and Activity Guide. Children's literature series, including folktales from Sweden, Great Britain and Hungary. Station WGBH, 125 Western Avenue, Boston, MA 02134. May be taped for educational use within seven days after broadcast.

Southern California Children's Booksellers Association, P.O. Box 2895, La Jolla, CA 92038. Pamphlet, "Guide to Author or Illustrator School Visits."(self-addressed, stamped envelope needed).

Web, The , Journal for Children's Literature. Ohio State University, Room 200, Ramseyer Hall, 29 West Woodruff, Columbus, OH 43210.

(2) Sources for Materials for Multicultural/Global Perspectives:

Black Experience in Children's Books, selected by Barbara Rollock. Brochure. New York: New York Public Library, 455 Fifth Ave., New York, NY 10016.

Claudia's Caravan: Multicultural/Multilingual Materials. Catalog. P.O. Box 1582, Alameda, CA 94501.

First Teacher. Theme Issue: A Multicultural Classroom, Vol. 11, No. 10, October 1990. First Teacher, Inc., 955 Connecticut Ave., Bridgeport, CT 06607.

_____. Theme Issue: Children's Literature. Vol. 5, No. 11, November, 1984.

-----. Theme: Tales from Far Away. Vol. 10,No. 11,

Harrambee: The Book Club for African-American Families & Friends, P.O. Box 603, Wilton, CT 06897. Write for membership information and booklists.

Information Center on Children's Cultures,U.S. Committee for UNICEF, 331 E. 28th St., New York, NY 10016.

Music for Little People. Catalog. P.O. Box 1460, 1144 Redway Dr., Redway, CA 95560. Includes African drums and musical instruments. Eastern European folk music and dolls.

Pleasant Company. Catalog with ideas for ethnic dollars and their accessories. P.O. Box 190, Middleton, WI 53562-0190.

Skipping Stones: A Multi-ethnic Children's Forum. (Journal of Writings and Art work from children around the world) 80574 Hazelton Rd., Cottage Grove, OR 97424

(3) Resources for Parents:

Horn Book, The. Why Children's Books? (Newsletter). The Horn Book, Inc., Park Square Bldg., Boston, MA 02116.

IRA(International Reading Association. Publishes a "News for Parents from IRA"(Newsletter) related to children's reading and books, including booklists. Parents can also ask for pamphlets, such as "What is Reading Readiness?" Write for list of publications. IRA, 800 Barksdale Rd., P.O. Box 8129, Newark, DE 19711.

Parents' Choice. (Newsletter). Includes multi- media-television, movies, story records, and books. Parents' Choice Foundation, P.O. Box 185, Waban, MA 02168.

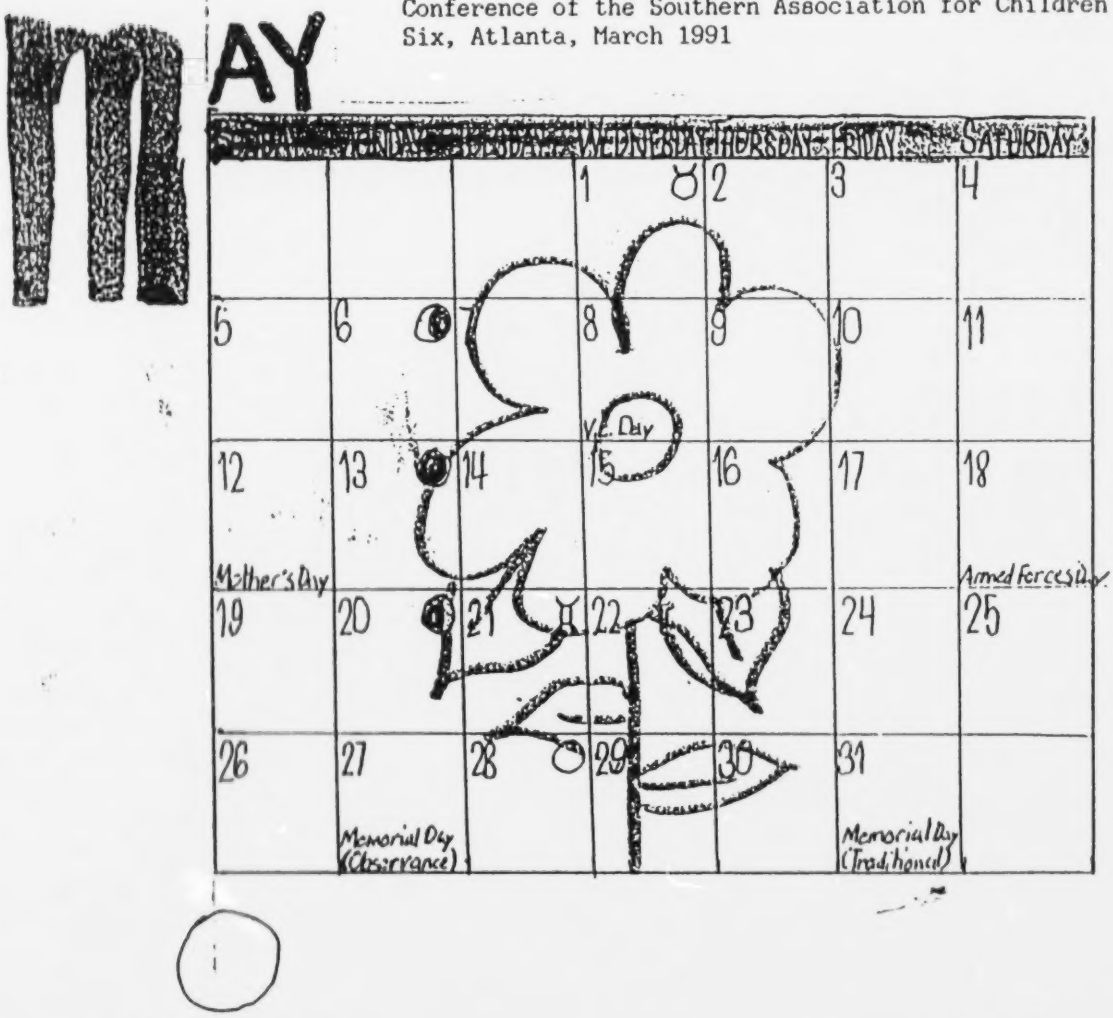
Trelease, James . The Read-Aloud Handbook. New York: Penguin Books, 1982.

APPENDIX C

Dr. Aline Stomfay-Stitz

PARENT INVOLVEMENT - CALENDAR OF ACTIVITIES

Paper and Instructional Materials Presented at the Annual Conference of the Southern Association for Children Under Six, Atlanta, March 1991



The assistance of Glenn Williams, Thibodaux, Louisiana is acknowledged. He designed the computer-generated Calendar and cover drawings.

BEST COPY AVAILABLE

Harrambee: The Book Club for African-American Families & Friends, P.O. Box 603, Wilton, CT 06897. Write for membership information and booklists.

Information Center on Children's Cultures,U.S. Committee for UNICEF, 331 E. 28th St., New York, NY 10016.

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Parents' Choice. (Newsletter). Includes multi- media-television, movies, story records, and books. Parents' Choice Foundation, P.O. Box 185, Waban, MA 02168.

Trelease, James . The Read-Aloud Handbook. New York: Penguin Books, 1982.

Dear Parent,

Our room is buzzing with all kinds of activities involving the many stories we are reading to the children. You have probably already heard of the naughty antics of Curious George, the monkey who always gets into trouble.

In this coming month, we will be exploring many of the classics of children's literature. Perhaps you will recognize some favorites from your own childhood. Will you please help to make these adventures with books a memorable event for our children?

A Calendar for May is attached with many suggestions of things that would help your child learn that books bring joy and laughter . . . and delightful characters to meet. Of course, it is not always possible to do everything, but please try to make time for as many as your schedule permits. Don't forget to involve your older readers. They can also join in and do some of the reading to the younger children.

Please have a month of joy with children's books!

Sincerely,

(Your kindergarten teacher)

CHILDREN'S LITERATURE FAVORITES: PARENTS' BOOK LIST

STORY OF BABAR by Jean de Brunhoff, Random Books.

MIKE MULLIGAN AND HIS STEAM SHOVEL, by Virginia Lee Burton. Houghton Mifflin.

CORDUROY by Don Freeman. Viking Books.

MILLIONS OF CATS by Wanda Gag, Coward.

MAKE WAY FOR DUCKLINGS by Robert McCloskey. Viking Books.

TALE OF PETER RABBIT by Beatrix Potter. Warne.

CURIOUS GEORGE by H.A. Rey. Houghton Mifflin.

WHERE THE WILD THINGS ARE by Maurice Sendak. Harper.

CAPS FOR SALE by Esphytr Slobodkina. Addison. Scholastic paperback.

THE POPPY SEED CAKES by Margery Clark. Scholastic paperback.

FREDERICK by Leo Lionni. Pantheon Books.

STONE SOUP by Marcia Brown.

May 1991

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 First Stop-Public Library	2 Look for things at home that begin with a "B"	3 Read a book. Have child retel a part	4 Shopping Look for vegetables Read Stone Soup.
5 Read comics and make veget-able soup.	6 Read The Poppy Seed Cakes. Child draws a favorite part	7 Buy packet of seeds	8 Plant seeds in a paper cup	9 Let child pick out a book to read	10 Child draws picture of favorite character	11 Return t Library f new books Shopping! Look for foods - "F
12 Trip to zoo or a farm	13 Read Where the Wild Things Are	14 Child retells story using drawings	15 Find things in kitchen that are red. Check on seeds!	16 Read Make Way for Ducklings.	17 Read Frederick Find old shoebox*	18 Shopping! Buy constr paper,glue, markers*
19 Sunday drive to find a house being built	20 Read Mike Mulligan & His Steam Shovel	21 Make "book" showing story events	22 Read Babar	23 Find things that begin with a "C"	24 Read Corduroy	25 Return to Library for more books
26 Read Caps for Sale. Make caps from constr. paper for retelling	27 Have child "read" using pictures for clues	28 Read "Millions of Cats. Child can write some-thing about book	29 Child makes "book" of drawings from stories read	30 Read Peter Rabbit. Draw picture & retell story	31 Child picks out favorite to retell	

* Story Box: A shoebox or candy box can be used to show a scene from a book. For example, for the book, Frederick, child could line the box with grey paper or felt. Micecould be made from pecans with ears and tails glued on. Add circles of colored felt-blue, green, yellow. Story Box is used for child to manipulate objects and help to retell story events.